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INAUGURATION OF PRESIDENT WALTER LEE LINGLE DAVIDSON COLLEGE JUNE 3, 1930

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DAVIDSON COLLEGE BULLETIN
VOL. XXIX. SEPTEMBER 15, 1930 NUMBER 9

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THE INAUGURATION
OF
WALTER LEE LINGLE
AS THE ELEVENTH PRESIDENT OF
DAVIDSON COLLEGE
JUNE 3, 1930

DAVIDSON COLLEGE BULLETIN
Published Monthly

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INTRODUCTORY

When in the spring of 1929 Dr. W. J. Martin retired from the Presidency of Davidson College, it was incumbent on the Board of Trustees to find as his successor a man who would everywhere and at once be recognized as a suitable head of the College now become great in its class. The new President could hardly be a novice or a man unknown. He must be of distinction and a man of ability and experience, with such reserves of power and wisdom as would promise that he (under God) could make a great College even greater.

To find such a man would ordinarily have been a difficult task, but fortunately there was in the very eye of the Board of Trustees a man who measured up to the requirements, if only he could be led to see it a duty to accept the position.

Rev. Walter L. Lingle, D. D., LL.D., was himself a graduate of the College in the class of 1892, and had been for years Chairman of its Board of Trustees. He, therefore, not only knew the ideals of the College but they were a part of his life equipment. His intimate knowledge of the College would enable him to "carry on" without loss of time in learning existing conditions.

Among the living sons of the Southern Presbyterian Church there was none better known than he nor with a wider or more successful experience. Among the sons of that Church, either *living* or *dead,* there was none who had served the Church in so wide a range of office or had placed a shaping hand on so many things of vital interest to it. Pastor of great churches, distinguished Professor in Union Theological Seminary, versatile editorial writer, author of valuable literary works, member of Assembly Executive Committees and of *Ad Interim Committees,* too many to name, successful President, administrator and builder of the Assembly's Training School, revisor of our Book of Church Order, our Hymnal and our Director of Worship—in all of which he had shown such ability and wisdom as to win the approval and appreciation of the Church he served—appreciation shown by electing him as Moderator, the highest office at its bestowal. Apparently in no wise had his strength been abated, his industry

quenched or his wisdom relaxed by his many strenuous labors. He undoubtedly was a man to be everywhere recognized as great enough for the great post and with every promise of being able to advance the College to earn more enviable heights of service than she had attained under the preceding Presidents, Martin, Smith, and Shearer, who had each builded nobly on what came to his hand.

It was natural that the Trustees should elect this man and when he was led to see it his duty to undertake this new service, they wished him to be inducted into office in a way becoming his own worth and the dignity of the College. To this end they appointed a joint committee of Trustees and Faculty members to arrange for the inauguration. Dr. R. A. Dunn and Dr. Byron Clark were appointed from the Trustees, and Professors J. M. McConnell, C. M. Richards and G. R. Vowles from the Faculty. This Committee worked with diligence on its assignment and with such success that on Tuesday of last Commencement, June 3, 1930, the inauguration took place amid the surroundings of the beautiful new Auditorium, in the presence of many distinguished educators, and to the delight of a large audience of friends and well-wishers.

On the rostrum when Dr. R. A. Dunn, President of the Board of Trustees, administered to Dr. Lingle the oath of office, were the members of the Davidson College Faculty and a large group of educators who brought greetings to the College and its new President from numerous institutions and organizations.

ORDER OF THE EXERCISES

DR. ROBERT A. DUNN, PRESIDENT OF THE TRUSTEES, PRESIDING

Processional—Mr. Paul Fry—College Organist.

Hymn No. 345—Stanzas 1, 2, 4.

Invocation—Rev. David H. Scanlon, D.D., Trustee; Pastor First Presbyterian Church, Durham, N. C.

Induction of the President elect into office by the President of the Trustees, Dr. R. A. Dunn.

Inaugural Address by President Walter Lee Lingle.

Hymn No. 388—Stanzas 1, 4.

Introduction of Delegates from Other Institutions.

Greetings from State Educational Institutions of North Carolina—President Harry Woodburn Chase, University of North Carolina.

Greetings from Presbyterian Colleges—President Joseph Dupuy Eggleston, Hampden-Sydney College, Virginia.

Greetings from Colleges of Other Denominations—President Emeritus William Louis Poteat, Wake Forest College.

Greetings from Eastern Universities—Dean John Calvin Metcalf, University of Virginia.

Greetings from Southeastern Universities—President Davison M. Douglas, University of South Carolina.

Greetings from Theological Seminaries—President Benjamin Rice Lacy, Union Theological Seminary, Virginia.

Greetings from Organizations of the Presbyterian Church, U. S.—Dr. Henry H. Sweets, Secretary, Christian Education, Louisville, Kentucky.

Greetings from the Alumni—Mr. Henry Smith Richardson, President Alumni Association, New York, N. Y.

Benediction—Rev. C. M. Richards, D. D., Synod of North Carolina.

INAUGURAL ADDRESS BY PRESIDENT WALTER LEE LINGLE

The Place of Personality in Education

In the presence of a full program, like this one today, a speaker ought to have a heart of compassion. In the brief time in which I should speak I shall not try to cover the whole field of Education or any large part of it. I shall, therefore, confine myself to one segment of this great subject. I have chosen for discussion, The Place of Personality In Education.

If you should press me for a definition of personality I would be embarrassed. I do not know of any satisfactory definition and have not been able to invent one. An author who is a psychologist sent me a copy of his book on personality the other day, but I can't understand it. I have always had some sympathy for the man who said that when it came to psychology he was like a blind man on a dark night looking for a black cat that wasn't there.

However, we know personality when we see it, or rather, when we feel it, for we instinctively feel it when we come into the presence of a great personality. It is related that when Sydney Smith saw Daniel Webster for his first time he looked at him for a moment in open-eyed wonder and then exclaimed: "No mortal man can possibly be as great as that man looks." He had come under the spell of a great personality.

Personality has a large place in Education. In fact, the major part of a student's education consists in the development of his own personality. He may forget the facts which he learns in school and college, or they may become obsolete, but if his personality is properly developed during these formative years, that abides. Therefore, one of the supreme aims of any college should be to develop the personality of the student. The personality of the teacher is a factor of major importance in his work. Some years ago an old college mate asked me over a tea table to think of all the teachers I had known in grammar school, high school, college, univer-

sity and seminary, to select from them four or five who had impressed my life most deeply, and then tell him whether they did it by what they were or by what they taught. I had never faced that question before, but I did not have to think long. I quickly realized that those teachers who had influenced my life most profoundly had done it by what they were, rather than by what they taught.

My mind went back to the man who prepared me for college. He was a young man who had not had the privilege of a college education himself. He was not a profound scholar. As well as I remember, he was a very good teacher. As I think of him today I think of him as one of the two or three men who have left the deepest impression upon my life. He did it by what he was. There was something about his personality that awakened in us young fellows a desire to be something and to do something. In our studies we always wanted to do our best for him.

When I entered Davidson College, Dr. Henry Louis Smith was a young professor, teaching Physics. As I think back over the years and begin to count the teachers who have meant most to me, I always think of him as one of them. He was a brilliant teacher and was able to make Physics live. As he lectured we could almost see atoms and molecules with the naked eye. The years have gone by and I am sorry to say that I have forgotten almost all the Physics he taught me, but worse than that, they tell me now that all that I do remember is out of date. A dean in the Department of Physics at Columbia University came by Davidson not long ago and told me that he had recently gone through the Physics library at Columbia and ordered the Librarian to junk all books on Physics which were over seven years old. They were out of date. Yes, what I learned of Physics under Dr. Smith is out of date. But Dr. Smith is not out of date. The impress of his personality abides and will abide.

Another Davidson professor who left an abiding impression on me was Col. W. J. Martin. I studied Chemistry under him one year. The text books that we studied are all out of date now. They would look as old as Methusaleh to a present day Chemistry professor. Not only so, but I have forgotten most of the Chemistry that I learned.

In an examination on Chemistry I would probably be like a football player I heard of not long ago. He was put out of the game because he had failed on Mineralogy and Chemistry which were taught by the same professor. He was coached and crammed on these subjects until he thought that he could pass them. The professor told him that he would give him two questions, one on Mineralogy and one on Chemistry, and that if he answered either of these questions he could go back into the game. The question in Mineralogy was this: "What is the color of yellow stalactite?" The young athlete replied: "Green, sir." The professor said: "That is wrong, but you have one more chance. What is the chemical formula for water?" The young football player replied sadly: "I don't know, sir." The professor promptly exclaimed: "Correct, you are back in the game."

My Chemistry might be something like that, but the influence of Col. Martin abides. He had as much of what we may call primordial manhood as any man that I ever knew. He was a positive personality, with a twinkle in his eye. He left a deep impression upon every student in college. He did it by what he was.

When I went to Union Theological Seminary, Dr. Walter W. Moore was in the full zenith of his power as a teacher and preacher. He was a brilliant teacher and could even make Hebrew live. As I think back over all the men and women who ever taught me I believe that he made the deepest impress upon my life. Yes, I remember a good deal of the Hebrew that he taught me, but I have made very little practical use of it for a good many years. Yet the influence of Dr. Moore abides. He was the most impressive personality that I ever knew. There was an inspirational power about his life and personality which inspired us to be and to do our best.

The statue of Apollo Belvedere, in the Vatican Library, is one of the greatest pieces of art in all the world. It is the very incarnation of grace and beauty and symmetry. Writers tell us that as travelers stand in its presence they all unconsciouly begin to assume the very posture of the statue. Old men, bowed down beneath the weight of years, and deformed men, as they stand in the presence of this great statue, brace up and begin to stand erect in its presence. The personality

of Dr. W. W. Moore had much of that influence upon his students. All unconscious to themselves they tried to be like him. Again let me say that personality has a large place in education. I wonder whether in these latter days we are giving personality its rightful place in our educational work.

Some weeks ago an unusually fine young woman from another state came to my home to talk with me about her life work. When I asked her what she is now doing, she informed me that she is a teacher in the public schools of a well-known city. I told her that I thought she already had a good life work, and asked why she did not want to stick to it. She replied that she felt that she was only a cog in a big machine, and that there was very little room for personal initiative and for her own individual personality. She was unconsciously placing her finger upon one of the danger points in our present educational system. It is becoming so vast and so highly standardized that there is danger of overlooking the place of the personality of the teacher and of the child.

Less than a year ago, the head of a college asked me to nominate a Bible teacher for his institution. I knew that he already had a good Bible teacher and I asked why he wanted another. He replied that their Bible teacher was the best they ever had, but he had to let her go because she did not have the degrees which the rating agencies required. That incident brought me sharply face to face with a danger point in the field of college education. We have gone degree mad. Please do not misunderstand me. I value degrees, but a college professor needs vastly more than a doctor's degree. That need may be summed up in the one word, personality.

Let me give a practical illustration. Within the past few weeks we have been in search of a professor for a certain department. A man who has taught for a number of years and is now completing his doctor's degree in a great university was highly recommended. The opinion of a thoughtful, young student in that University, who knows Davidson's ideals, was sought. The reply came back: "I do not really believe that he is the man you want. I do not doubt that he knows his subject upside down and wrong side out, but I do not think that he has the personality at all." That incident

illustrates how keenly the students feels the need of personality in his teacher.

Sometime ago a friend asked me what we specialize on at Davidson. I replied: "Christian personality." Of course, we stand for a well-rounded curriculum and for high educational standards. That is taken for granted. There is no such thing as an education without these. At the same time, we like to think of ourselves as specializing on the development of Christian personality in our students. There are a number of things which must enter into such a program, but there is one which is absolutely essential and that is the Christian personality of the teacher. It takes personality to develop personality.

You recall the oft-quoted saying of President Garfield that Mark Hopkins on one end of a log and a student on the other constitute a university. It was the fine, Christian personality of Mark Hopkins that made that saying possible. The teacher whose influence abides is always a man or a woman of real personality.

There are four essential questions which we must always ask concerning a man who is being considered for a professorship in Davidson College. First of all, does he know his subject? In the second place, can he teach it? Thirdly, is he a man of real personality? In the fourth place, will his influence on the campus be positively Christian? Teachers of that type will not only awaken in their students a thirst for knowledge, but will, at the same time, develop in them genuine, Christian personality. These, in brief, are some of the ideals of Davidson College.

As I stand here today I feel that I am standing on holy ground. For ninety-four years this institution has been growing a spirit all of its own. Each generation has contributed its part toward making that spirit what it is today. Each generation has done something to make it finer than it was before. Ten great and good men have filled this presidential office before me. When I read the story of what they wrought, in the words of the Holy Scriptures, I ask myself: "Who is sufficient for these things?"

When Elijah was about to depart he asked his younger

friend Elisha what he could do for him before going. The young man made an immortal reply: "Let a double portion of thy spirit be upon me." If I could make a request of all those who have gone before it would be this: "Give me a double portion of your spirit." For after all the greatest things that one generation can bequeath to another are the things of the spirit.

GREETINGS FROM STATE EDUCATIONAL INSTITUTIONS OF NORTH CAROLINA—PRESIDENT HARRY WOODBURN CHASE, UNIVERSITY OF NORTH CAROLINA.

MR. PRESIDENT:

We of the state-supported institutions of North Carolina greet you today. Speaking as I am for them all, may I assure you of our genuine welcome to the field of higher education in this state, of our best wishes for you and of our high regard and respect for the institution over which you preside. You have come to the presidency of Davidson College at a time when a new era in the history of higher education in America is clearly about to open. I am not referring to the economic depression that for the moment we find so widespread and insistent. Severe as it is and general though it may be, it is after all but a passing phase of a steadily advancing state and national life. Wise and prudent though it is essential that all of us shall be for the moment in reefing our sails to the blast, I want to say with all the conviction of which I am capable that I regard as guilty of the supremest folly any educational leadership, in any type of institution, that allows its vision to be clouded by the assumption that the restraints and inhibitions under which it must for the moment labor betoken a permanent and fundamental narrowing of the circumstances under which higher education must go its way.

I am not, therefore, of the opinion that this new day is to be one of any backward steps in our greatest investment in our own future, the proper and effective training of our youth. I mean rather that, in general, it is a time of changing emphasis within our institutions themselves. The fundamental fact that institutions of higher education, including colleges, professional and technical schools, and universities, now enroll in the United States almost one million young men and women every year has altered the entire setting in which higher education goes on. Nothing even approximating the situation has ever before occurred anywhere in the world.

Whether these numbers increase or not, whether they fluctuate and slip back a little or not, the main fact is that public opinion has come to take toward higher education a wholly new point of view.

To serve the needs of this vast constituency, there are today nearly a thousand institutions of higher learning in the country. However, Mr. President, these institutions are supported and maintained, whether by churches, private endowments, or state or municipalities, they are called to share in a task of the greatest magnitude. Fortunately, the time is long since past in this state in which this cooperation for a common service in a common cause needs to be so much as mentioned.

But common service in a common cause does not mean that all of us ought to be doing the same thing in the same way. If I were to venture to characterize this new era in higher education, I should say about it that it will be characterized by differentiation and experimentation. We need institutions of differing types. I wish I might feel that the mad passion for being like everybody else—a passion which Davidson College has so successfully resisted—had about run its course in higher education.

Your institution, Mr. President, has a character and a spirit that stamp upon it a genuine individuality. It has been different.

We must, finally, be today experimentally-minded in higher education. Our problems are so new, the background against which we are operating is itself so novel, that we must be prepared to submit to the searching scrutiny every article of our educational creed and opinion. We must be openminded about what the whole process of higher education ought to be and do; we must be as willing to experiment with our curricula as in our laboratories, and as alert to the currents of educational thinking as to those of our academic specialties.

I congratulate you, Mr. President, and bid you Godspeed.

GREETINGS FROM PRESBYTERIAN COLLEGES—PRESIDENT JOSEPH DUPUY EGGLESTON, HAMPDEN-SYDNEY COLLEGE, VIRGINIA.

As a representative of Hampden-Sydney College—and of the little group of Christian Colleges with the same outlook and purpose—it is a privilege to bring greetings to Davidson College at the beginning of a new administration.

Aside from the fact that four distinguished alumni of Hampden-Sydney have been Presidents of Davidson, we are interested in the inspiring history of this College as a distinctively Christian institution.

I say "distinctively Christian," because many denominational colleges have so stretched the meaning of the word "Christian" that it has grown as large and as inclusive as the proverbial mustard tree, and has become the roosting place of almost everything that is *not* Christian.

Who can measure the influence of Davidson—a College that has sent out into the world approximately 700 Christian ministers, and thousands of Christian laymen, who have been a great, stabilizing influence in their communities, enriching the spiritual, social, political, and economic life of this Nation with pure lives, based on steadying beliefs! *Real* Christianity—not the varnished substitute that is accepted in so many quarters—is the greatest (I might say, the only) stabilizing influence in the world: in our spiritual life it makes for personal purity; in our social life it makes for sweeter homes, and a finer and better neighborliness; in our economic life it makes for the square deal between seller and purchaser, between employer and employee; in our political life it makes for more character and less cringing and cowardice and corruption in the halls of legislation and in the temples of administration; and in every realm of life it makes for law and order, and a peace based on righteousness.

The best answer I have ever seen to the question, "What Makes a School Christian?," was written a few years ago by the gentleman whom you are inaugurating today as President. With his permission I had this answer reprinted, and have distributed thousands of copies of it. In this ans-

wer he says one thing which I shall take the liberty of quoting; it will show how out-of-date he is. He actually had the temerity to state that in a Christian School—and by this he meant one founded and supported by Christians, and intended for genuine Christian teaching—"a member of the faculty is there to *create* a Christian atmosphere and not simply there to *enjoy it.*"

Why, what is to become of "freedom of speech," and "freedom of thought," and "unrestricted liberty of action in the classroom," when a man talks that way! How in the world is an infallible professor to show his contempt for a real sturdy belief in the Bible as the Word of God; how is he to show his greatness of outlook by sneering at patriotism and at reverence for our constitution; how is he to pose as broadminded by being receptive to, and complacent towards, ideas and ideals which to superficial minds have the very doubtful merit of novelty, and whose fruitage means death to the best that is in our civilization and means the bringing in of spiritual, political, social, and economic ruin—I say, how is he to have the much-vaunted "freedom" to teach these things to plastic youth, if he is to be restricted by this narrow dictum!

Well, for that kind the prospect does not look pleasing at Davidson; for your new President knows that "the fear of God is the beginning of wisdom," no less in the greatest seat of learning than in the humble cabin; he knows that the "search for truth"—if the quest is to be successful—must begin with the conditions explicitly laid down by Jesus Christ when He placed, first, a belief in Himself, and second, a continuance in His word, as the two conditions precedent on knowing the truth and enjoying the freedom that follows from it. Unless I am greatly mistaken, you have a new President who is much more concerned that the students at Davidson shall have the "freedom" to walk, and be taught, in an untainted atmosphere than he is to tolerate a "freedom" that does not hesitate to use young men as laboratory material for teachings that are more than doubtful; for he knows that there is many a way that seemeth good to a man, but at the latter end thereof are the ways of death.

And, in conclusion, I dare assert that Davidson and every other College which is Christian according to the definition of your distinguished President, were never more needed in the church and in the national life than they are today; and I bring hearty greetings and best wishes, and utter the prayer that Davidson may always be found in the Way of Life—as a fearless, outstanding, unswerving Christian College.

GREETINGS FROM COLLEGES OF OTHER DENOMINATIONS—PRESIDENT EMERITUS WILLIAM LOUIS POTEAT, WAKE FOREST COLLEGE.

Permit me, Mr. President, on behalf of my own and the other church colleges of North Carolina to greet you with their felicitations and good wishes. Davidson itself is of the same fellowship, and the other members, with pride in the record and traditions of Davidson, are deeply concerned to see them perpetuated and enriched in the new administration which formally begins today.

From three points of view these colleges are seen to be of primary importance.

They were first on the ground. The early American colleges were Christian in origin and aim. With the exception of the University of Pennsylvania, all of them down to the Revolution were avowedly established to prepare young men to live in the world to come or to preach in this. Even though we have now declined from our early piety and the secularization of education is far advanced, 68 per cent of the 500 standard colleges of the country are church colleges. In our own State they shoulder the larger half of the burden of higher education. It were a shame and a tragedy if they did not welcome the co-operation of the State supported institutions with them in the common task of raising the level of the State's intelligence.

Again. Religion is "the most fascinating area of human experience." It is also the most important and precious. It is the organizing force in the individual and social life of man. It is the bond of all social aggregates, the mother and conservator of nations. It sets the standard of personal and group morality and supplies the effective incentive to realize it in life. Such a feature of human nature, such a power of inspiration and control, education cannot blink or disregard. One wonders whether education without it is education. Now, religious education, for us Christian education, is Christianity operating in the field of enlightenment through Christian, i. e., denominational institutions. In them it lays claim in the name of Christ to all the realms of culture,—literature, art,

history, philosophy, religion, science,—and exacts tribute from them all for the extension of His reign of light and righteousness and good will. State and independent institutions promote these interests to a degree. There is the beneficent contagion of strong Christian personalities. Christian organizations like the Young Men's Christian Association find hospitality. Experimental devices to meet the insistent demand for religious instruction are multiplying. Here and there courses on religion are offered, but the primary aim is intellectual stimulation; the guidance and enrichment of the religious life of the student are secondary.

Accordingly, for this foundation business of quickening, guiding, and nourishing the religious life of our college population the main reliance must continue to be the church colleges. The world is not likely to get beyond the need of religion and the institutions which frankly and purposely exist to meet it will be permanent, provided they maintain the educational standards of the time in horizon, personnel, courses, and equipment.

From yet another point of view the Christian college is seen to be of superlative importance. It makes the significant and now timely assertion of the compatibility of Christianity and enlightenment. "Two things I abhor," said Mohammed, "the infidelities of the learned, and the devotion of fools." Which is another way of saying that the intelligent should be devout, and the devout intelligent. Certainly to be devout is no license to be ignorant, as intelligence is no warrant of impiety. The Christian college has faith in the truth of God whatever garb it wears, from whatever quarter it comes, faith in truth, not in past formulations of truth. If it shines in the spectroscope out of island universes a million light years away, or sparkles in those magic tubes which analyze radiant energy, or sings a new song of the spheres when electrons swing in their orbits around their atomic center, or does the dance of life in the well-drilled chromosomes of a dividing nucleus, or emerges out of clouds and darkness on the obscurer pathways of the soul,—it is always God's truth; religion consecrates truth, truth enlightens religion.

To you, sir, the church colleges of North Carolina transmit through me this charge and message: You perish, if

you are not free. Insist upon freedom of inquiry and freedom of report. The door between the laboratory and the teacher's platform must be an open door. You renounce your right to teach in a Christian college the moment you shut that door. Deal frankly with youth, or not at all. Dodge no problem, religious, historical, social, or scientific. On the high road to Afghanistan through the Khyber Pass the national boundary, as late as 1924, was marked by a barbed-wire trestle with a legend in English warning the traveller against crossing the border. On your life, set up no trestle on any highway leading to the uplands of the Spirit. Shut out no expanding horizon. For in all the mystery through which we move, in all our doubt and blindness, some things are sure. One is the unity of truth. Another is the intelligibility of the universe. Another, this is God's world, and it is safe to strike a match. Another, the reality and dominance of the spirit world mediated in Christ. And yet another, as sure in the new heavens and new earth of science as in old Jerusalem centuries ago, that audacious and ultimate word of Christ, "I am the light of the world: he who follows me will not walk in darkness, he will enjoy the light of life."

GREETINGS FROM EASTERN UNIVERSITIES—DEAN JOHN CALVIN METCALF, UNIVERSITY OF VIRGINIA.

On this inaugural occasion I count it a privilege, at your invitation, to represent the University of Virginia and other Eastern universities. It is also a pleasure to renew my association with members of the Davidson Faculty with whom, here and elsewhere, I have formed abiding bonds of friendship. The gracious courtesy of your former President and his colleagues during my previous visits is happily remembered; and the good work of your graduates in my own university has won respect for your scholastic standards. Aside from the academic interest which I have long had in the College, I may be permitted to remark that both by paternal heredity and matrimonial alliance, I am related to the great church which has fostered it. My presence here today has therefore a sentimental as well as professional justification.

To President Lingle and Davidson College I bring the cordial greetings and good wishes of my own and other institutions engaged with you in the high task of human enlightenment. The ties that bind the older cultural colleges, founded for the promotion of liberal education, are made strong through common traditions and the enobling effect of similar ideals. Anchored to a past rich in spiritual and intellectual achievement, they are steadied by a heritage which long ago brought them renown and which, in the shifting currents of the present, is an earnest of future accomplishment grounded in character and sound learning.

Of all institutions in our American life, the college is the most striking example of stable and unstable equilibrium in one. It has at once the rest and the restlessness of the ocean. To some it is a peaceful haven; to others it is a troubled sea. Older alumni, looking backward through the haze of years, are apt to conjure up an academic elysium peopled by mature youth, impressively dignified professors, and a paternal president. They complain that students now are very young, professors less distinguished, and that presidents are practical economists instead of moral philosophers. "For-

ty years ago," said Matthew Arnold, "when I was an undergraduate at Oxford, voices were in the air there which haunt my memory still . . . No such voices as those we heard in our youth are sounding there now." Such lamentation, I need hardly say, is only a beautiful bit of romantic nostalgia.

The voices now sounding in our colleges and universities are perhaps hardly so clarion-like as of old; they are more subdued and have less authoritative finality. More knowledge, more criticism, more light have made us less dogmatic. But the intellectual conflict is fiercer by far in our colleges today than ever. College and university education at its best has come to be a progressive discipline for the adventure of life. We seek unflinchingly to know the truth and in the quest of it we get the liberalizing thrill of free explorers. Colleges and universities are not only conservers and transmitters of accumulated knowledge; they are also, and with increasing emphasis, stimulators of investigation either for enlightenment or for utility. Their main purpose, however, is still, I think, what Macaulay once called "the purification of the intellectual eye."

For nearly a hundred years this college has been purifying and heightening the intellectual and moral life of men. Throughout its long and useful history, it has stimulated the mental processes and vitalized the spiritual energies of youth. Founded, I believe, at the very beginning of the Victorian Age of England and in the pioneer period of higher education in the South, it has illustrated the moral seriousness of the Victorians and the constructive vigor of the sturdy stock from which its founders sprung. Removed from the turmoil of urban life, whose tempo is set by traffic and factory, Davidson College has had quiet for thought and leisure for that personal attrition which is so essential for individual development. In a time when the individual is well nigh lost in the mass-productive processes of our universities, the smaller college is the only place today where, educationally at least, "a man's a man for a' that." We need in our cultural colleges a renewal of emphasis upon those humanistic studies which give richness and distinction to higher education and breadth of vision to the individual.

I felicitate this institution on the accession to its presidency of one whose ripe experience, wisdom, spirituality, and fine human sympathy, give assurance of continued academic growth and happiness. Your administration, Mr. President, so auspiciously begun, continues the succession of strong and noble men of whom this college is the lengthened shadow. They and you, in serving the Church, have also served the States; and through the efficiency and beauty of your ministrations, all other institutions will be heartened in their purposes to find and to follow "the high, white star of truth." For whether of Church or State, we who administer and we who teach are knights of the spirit, seekers in an unending quest, whose sacred duty it is to humanize ideas and ideals into character and action for the service of God and men.

GREETINGS FROM SOUTHEASTERN UNIVERSITIES —PRESIDENT DAVISON M. DOUGLAS, UNIVERSITY OF SOUTH CAROLINA.

MR. PRESIDENT, LADIES AND GENTLEMEN:

I am glad to be here. In fact, I was trying to arrange my schedule so I could be here before I received an invitation to have my name appear on the program, so I didn't come just to hear my speech.

I know you are wondering how long I am going to speak. That is a legitimate fear. I was invited to speak six minutes. In fact, I really believe I was invited not to go over six minutes. I am going to try to comply with the invitation. However, I will tell you when the six minutes starts. You know I can't say much in six minutes.

I remember when I was a Seminary student I spent a Sunday at Davidson. Dr. Graham, who was then pastor of the Presbyterian Church, asked me to preach for him on Sunday. Being a Seminary student, I accepted the invitation. I haven't any idea I would do it now. In the sermon I had occasion to quote from Moses. When God assigned a certain piece of work to him you remember among other excuses he gave for not doing the work he said he was slow of speech. After I came down from the pulpit old Mr. Maxwell, one of the Elders in the Church, told me that I need not think I was going to make a Moses simply by being slow of speech. That was about the only qualification I had, so I gave up the idea of ever making a Moses.

Confined to six minutes, it will be necessary for you to fill in and make allowances. I recall when I was preaching in Western North Carolina, an old Hard-shell Baptist, who, strange to say, became very fond of my preaching and was there every Sunday afternoon. He once invited me to take dinner with him. While there he was rather extravagant in complimenting my preaching and said he was sure I was going to build up the Church. He then commented on his boldness and liberality in going regularly to hear me preach. He

said: "You know the way I do, I read my Bible at home, then I go to hear you preach and make the corrections as you go along."

I will have to begin my six-minute speech pretty soon or you will get tired before I start. An old negro was extremely proud of the fact that his boss had been sent to the Legislature, and he was very anxious to hear him speak. By and by the Fourth of July came around, and arrangements were made for public speaking and a big barbecue. The negro was very much elated to find his boss was the principal speaker of the occasion. He got himself a good seat where he could watch both speaker and audience. When his boss finished he was extremely profuse in his commendation. He said it was the greatest speech he had ever heard. His boss was so touched by the sincerity of his expressions that he made the mistake of asking him what was in the speech that especially appealed to him. He thought he could get some good points as to how to handle the speech the next time. The negro replied: "Well, boss, the whole time you was speaking I sat where I could see you good and watch everybody else, and I noticed while you was speaking that you was the most rested person there."

You will notice on the program that I am invited to represent the University of South Carolina and the Southeastern Universities. I might also represent the family. Davidson College opened in 1838, ninety-two years ago. My father graduated in 1848, ten years after it opened. It would be presumed that he entered in the fall of 1844, six years after it opened. I think that presumption is safe, though I recall once I was taking dinner with a dear old lady. I had then been in the Theological Seminary one year. She asked me how much longer I expected to go to the Seminary. I said the course required two more years but I expected to spend three more years. She was very sympathetic, and said she knew it took some people a great deal longer than it did others. I assured her that I could finish the prescribed course in two more years but expected to take additional work. However, her benevolent spirit was so genuine that she undertook to soothe and forestall all unnecessary explanation, and again she assured me that she knew it took some people a great deal

longer than it did others. She said people in the community used to laugh about how long it took Mr. Miller to get through, but she knew it took some people a great deal longer than it did others. Now, for fear I might be slandering the graduate of 1848, I will add that I know he graduated with first honor and I think after three years residence.

My father graduated in 1848, his brother graduated in the 50's, and his first cousins were here in the 50's, 60's and 70's. One of his sons entered in 1884, forty-six years ago, and he has had a son in the College every year since then with the exception of four years. So if the College is ninety-two years old, my father and his sons have been connected with it for forty-six years, just half of its history, and I believe we are all satisfied and will give the College a good name.

Speaking of being satisfied, I remember when I was a student here I used to hear old graduates tell what a great place Davidson is. One would say if he had six sons he would send them all here; another would say if he had twelve sons he would send them all here; and I remember one man said if he had one hundred he would send them all here. Well, as well as I love Davidson, if I had one hundred sons I wouldn't send them all here. I might send twenty or thirty, but I believe I would send the other seventy or eighty to the University of South Carolina if the Dean or Registrar would let them stay there. It would certainly get very monotonous to have one hundred sons always talking about Davidson. It would be almost as bad as Montreat.

Well, I must get to my subject. I am to represent the University of South Carolina and the Southeastern Universities, and bring greetings to the new President. This I do with great pleasure. The Bible says something about "Beware when all men speak well of you." Well, I don't know whether Dr. Lingle is in any imminent danger or not, but I will say that most people speak well of him. Possibly there is a small minority otherwise minded who will save the situation, but most people esteem him very highly and think Davidson is fortunate in securing him as its President. I really believe that is the universal opinion.

Not only do I bring greetings and best wishes to the

new President but also to the old College that has weathered the storms and rendered an outstanding service to our Church and country for nearly one hundred years. Everybody speaks well of Davidson. She has many friends and few enemies, if any. I am sure I express the feeling of every President of the Southeast when I bear testimony to her honored past and express confident hope for an even more glorious future. With her fine buildings, well trained faculty and excellent student body her future of service is certainly bright, almost assured. We will all rejoice in her success and be sad should she not attain to her possibilities.

Just one word in parting. Don't be ashamed of being a Church College with your chief function to instill religious ideals in your students. Someone gave me a book recently mentioning a long list of notable colleges in this country that had started off as Church colleges and as soon as they got strong enough to walk they simply walked entirely off from the Church. In making an address at a Church College recently I warned the officials that if they were not careful they were going to boast of the name "Church College" and some of the rest of us would have the religion. With the indebtedness of our country to the Church in every line of notable achievement I can't see why any institution should be ashamed of the claim that it is a Church College and insist that the influence of its Church should pervade the life and teachings of the institution. A Church College certainly has the right to teach the truth as it sees it and call into its faculty men in sympathy with its ideals.

The chief glory of Davidson for the last hundred years has been its loyalty to an inspired word which revealed to the world a Divine Saviour. Davidson graduates are ready to rise up and call it blessed for its loyalty, and their hearts would be filled with sadness if there were any surrender or apology for the old faith. When Christ said to His disciples: "Will ye also go away?", Peter replied: "To whom shall we go? Thou hast the words of eternal life." May Davidson always teach it!

GREETINGS FROM THEOLOGICAL SEMINARIES—PRESIDENT BENJAMIN RICE LACY, UNION THEOLOGICAL SEMINARY, VIRGINIA.

It would be difficult, if not impossible, to find a college and a president to which greetings would come from schools of divinity with as much appropriateness as they do to Davidson and to Dr. Lingle. Few are the colleges of our faith, or any other, which have had through their history so intimate a connection with theological education as Davidson. Few are the college presidents who have had a hand in the training of so many men for the gospel ministry as Dr. Lingle.

That Union should be chosen to convey this greeting is not surprising, but it is an honor which we appreciate most highly. Dr. Lingle is a man of thorough preparation. In a day when few men received Masters' degrees from this College, he secured his. In an age when such work was rare at Union, Dr. Lingle took a year of post graduate work there. I have wondered if his experience did not have much to do with the establishment of fellowships at Union, which have permitted other students to enjoy a fourth year and prepare them for special service in the Church. In this he was a pioneer of real value.

Dr. Lingle early set about repaying the Seminary. On completing his course he taught two sessions and again during Dr. Moore's absence for a year in Europe he substituted for him. These early services were so acceptably rendered that in 1911 he was prevailed upon to accept a call to return to the Seminary, where he remained until 1924, when the duties of the presidency of the Assembly's Training School required all of his time.

Dr. Lingle's connection with the Seminary is but typical of the relationship that has existed between Davidson and our Presbyterian theological seminaries. Columbia, Louisville, Austin and Union of the South, Princeton and many others of the North have been enriched from Davidson classes. Since her establishment in 1837 Davidson has furnished to the Church over 936 preachers, and most of these passed through our Presbyterian seminaries. We know of 484 who

have pursued theological studies at Union. Of this number Dr. Lingle had a hand in the training of 239. In addition to these Davidson students, he has also helped prepare for the gospel ministry 449, making a total of 688. There is scarcely a presbytery or mission station of our Southern Presbyterian Church which does not contain one or more ministers whom Dr. Lingle assisted in preparing. Also he has had quite a large part in training many a preacher's wife.

We see then that our new president has had a large hand in the final processes of the making of ministers. In his new position he will have a hand in an earlier stage of this same preparation. How necessary that stage is can best be judged by one who has had a part in the later process. It is not in my province to speak of the men going into other professions and callings, who will be trained under Dr. Lingle's leadership, but I am speaking only of those who from Davidson are dispatched to seminaries for their final training before their ordination. I repeat that it is well that a man who will have such a large part in this earlier process should have skill and understanding in the later process.

We at Richmond all know Dr. Lingle's Pittsburgh niblic. There is a dark whisper about how he first possessed it, for the story goes that on the trip on which he purchased it he arrived in Pittsburgh late on Saturday night and left Monday morning in the small hours before even the thrifty citizens in that Presbyterian city were astir. At any rate, he developed uncanny skill with it. With it working few could hope to beat Dr. Lingle on the Hermitage Course. Some could outdrive him and a few use brassie and midiron with greater expertness through the fairway, and still fewer could output him, but for approaching, for putting the ball on the green close to the pin, none seemed equal to Dr. Lingle and his Pittsburgh niblic.

We have gotten into the habit of comparing life to golf. Perhaps the seminaries can be considered the greens where the final touch is given that sends the ball home. Usually when it lies safe upon the putting green the game is almost won. The difficulty is in the approach. The home and parents start the future minister from the tee. Sometimes their carry is so long and straight that the remainder of the game is not

too difficult. The Church and school influences send him singing through the fairways, but often alas he is caught by trap or bunker. The approach is the crucial play, from college to seminary. The church will continue to look to Davidson and its new president for the difficult and important approach shot.

In addition to special training Dr. Lingle also brings to this task special aptitude. I think it is generally conceded that he is the most versatile man in the Presbyterian ministry. This versatility will be of great value in the preparing of men for a profession which demands pastors, preachers, teachers, writers, administrators and committeemen. Dr. Lingle has been each and has excelled in each. Great as have been his labors in the past and distinguished as has been the service of Davidson in this particular, it is to be hoped and believed that the present combination of college and president will furnish the Church for the new era into which we are entering leaders equal to the supreme task. On behalf of the Presbyterian theological seminaries I express this as our hope and our faith and prayer.

GREETINGS FROM THE ORGANIZATIONS OF THE PRESBYTERIAN CHURCH, U. S.—DR. HENRY H. SWEETS, SECRETARY, CHRISTIAN EDUCATION, LOUISVILLE, KENTUCKY.

It is a real pleasure and an unmerited honor to bring greetings to this venerable and useful College from the institutions of the Presbyterian Church in the United States.

It is fitting that the voice of these organizations and of the whole Church be heard at this happy celebration. For when we think of the men of foresight, courage and trained ability who planned and built and guided many of the churches, schools, colleges, orphan homes and other organizations we can truthfully say "these were born here."

We bring grateful greetings to Davidson College for these men. What a constant, ever-increasing stream of trained, devoted leaders have gone out from here to bless our Church, our land and the world. Of the ordained ministers who now serve our Church in the South, 341 received their training at Davidson College, and 142 of the candidates for the ministry now on the rolls of the Presbyteries are Davidson men. How many have gone into the ministry of other denominations I know not. Time would fail us to tell of the numbers who have become elders, deacons, superintendents, trustees, leaders of boys' and of men's work and of the unselfish labors of those who have become presidents, principals, teachers, doctors, lawyers, business men and men who in other vocations have served their generation by the will of God.

We appreciate their thorough training. Somehow you seem to have induced your students to participate in their own education. A few years ago when we looked to Mr. Dooley and Mr. Hennessey for some of our philosophy, Mr. Mr. Dooley said: "This is the way the boys get a college education now: the President says to them at the beginning, 'Come on, young gentlemen, and tell us what you want the faculty to study for you.'" I have had the pleasure of watching the careers of many Davidson men in the graduate schools and in the active work in many fields. They give evidence of

thoroughness. They gain honors for themselves and bestow honor on their college.

We felicitate you on their broad training. In this day of early and intense specialization it is not easy to resist the temptation to convert the college into a pre-vocational institution. We are proud that Davidson holds true to the ideal of the American College. You are here giving to your students a broad and deep foundation upon which the technical or professional training may be safely superimposed. A short time before his death, Dr. Wallace Buttrick, of the General Education Board, said: "In a conversation with five men who employ more engineers than any other in America I asked, 'where do you secure the best engineers?' Each replied, 'from West Point.' I replied, 'I did not suppose they gave enough detail at West Point.' They said, 'we do not care for that—we want our men to know the broad, general principles—we give them the detail.'" This is the real purpose of the college—to give the broad, general principles; to help the student see life steadily and to see it whole; to change the iron of character into steel. The technical and professional schools can fashion the tools out of this steel.

We joyfully recognize the high ideals that are implanted in the hearts of Davidson men. There is here an atmosphere, a spirit, an intangible something that molds the thought, awakens the emotions and guides the wills of your sons. President John Quincy Adams said: "It is infinitely more important what we guide our youth to love and to desire than what we cause them to know." Davidson men are trained to put first things first. Not a large number have become rich in this world's goods, but hundreds have become rich in good works. By their fruits they reveal something of the mind and spirit of Him who came not to be ministered unto but to minister.

We fully appreciate the long line of gifted, devoted, efficient Presidents who have guided the destinies of old Davidson College. We thank God for them all. And now we rejoice with you in the wise selection of the new President. The institution is in safe hands.

Doubtless, there are men in our Church who could equal or excel Dr. Walter L. Lingle on any one point of excellence,

but I do not believe there is any one who combines so many outstanding and varied gifts. He is truly a well-rounded man. As Christian, gentleman, scholar, writer, leader, friend, he is qualified in an unusual degree for this position of honor, trust and responsibility. Long live the President. Long live this great College.

GREETINGS FROM THE ALUMNI—HENRY SMITH RICHARDSON, PRESIDENT ALUMNI ASSOCIATION, NEW YORK, N. Y.

In this inaugural program I represent not only the organized Alumni Association but all the former students of our Alma Mater, representing her training and upholding her ideals not only in every state of the Union but all round the world. Though absent in body they are all with us in spirit today as we inaugurate our new President. In their name I offer to our honored fellow-alumnus our heartiest love and good wishes as the future head of Davidson College and to the institution and all connected with it our most heartfelt congratulations.

As alumni we rejoice in the invisible assets which enrich the institution, in the noble lives which have been dedicated to the formation of its ideals and traditions, and in the long list of illustrious alumni who have so worthily illustrated the value of its training.

Let every loyal alumnus recognize that the proper development of such an institution is a three-fold task. Its ownership, government, and ultimate control rest on the shoulders of the Board of Trustees. Its educational problems are on the minds and hearts of the Faculty, with their special training for such tasks. It is the function of the loyal alumni, wherever their location and life-work may be, to reinforce every effort of the trustees and of the faculty, to commend the institution and its work wherever their influence can be exerted, and especially to keep their Alma Mater in the front rank by adequate financial support. No paid agent of any type nor any formal advertisement in newspapers or magazines can compare in influence with the unpaid work of an educated citizen who knows the college through and through and explains its advantages to his friends because he desires their own good.

Let every friend of Davidson, especially every alumnus, realize that our church institutions are today facing dangers and difficulties never known in their former experience. The increased wealth and luxury of our country has more than

trebled the expense of maintaining a higher institution on the same relative plane as before. The diminution of the purchasing power of the American dollar has fearfully diminished the maintenance-value of our previous endowments. And a recent epidemic of educational zeal has so swept the whole country that the tax-supported institutions with which our church schools must compete have been more than doubled in both income and equipment, with splendidly equipped high schools, in every neighborhood closely knit to the state colleges as preparatory schools. All these combined are today threatening the very existence of our church institutions of higher learning and every friend of Davidson should recognize our present problem and its insistent call for united action.

Let me assure the new administration that we alumni are at least beginning to realize that this beneficient epidemic of state education lays upon every loyal son a double burden and calls for at least two lines of devoted effort.

First, we must give our institution due publicity, spread its fame, increase its popularity, and whenever our influence extends increase its patronage. Let the younger alumni, fresh from its halls and brimful of its spirit, take this line of effort as their special function.

And second, let us older alumni lend our united efforts toward the financial development of the institution and the progressive and steady increase of its educational facilities.

And let me assure our new President that the alumni, with ever-increasing love and loyalty, unite in the earnest prayer that the harmony and success and educational achievements of the new administration may far out-do even the honored past of their beloved Alma Mater.

DELEGATES WHO PRESENTED GREETINGS FROM OTHER INSTITUTIONS.

HARVARD UNIVERSITY:
Professor G. B. Watts of Davidson Faculty, alumnus of Harvard.

YALE UNIVERSITY:
Professor Frazer Hood of Davidson Faculty, alumnus of Yale.

PRINCETON UNIVERSITY:
Prof. W. P. Cumming of Davidson Faculty, alumnus of Princeton.

COLUMBIA UNIVERSITY:
R. L. McMillan, Esq., attorney at Raleigh, N. C., alumnus of Columbia.

FURMAN UNIVERSITY:
Dean R. N. Daniel of the Faculty of Furman.

COLUMBIA THEOLOGICAL SEMINARY:
Rev. Dr. Melton Clark, Professor at Columbia Theological Seminary.

DUKE UNIVERSITY:
Dean W. H. Glasson of the Faculty of Duke.

AUSTIN COLLEGE:
Rev. J. F. Hardie, D.D., Charlotte, N. C., alumnus of Austin College.

WOFFORD COLLEGE:
President H. N. Snyder of Wofford College.

QUEEN'S COLLEGE:
President W. H. Frazer of Queen's College.

ARKANSAS COLLEGE:
Rev. A. D. McArn, Camden, S. C., former Professor at Arkansas College.

SOUTHWESTERN UNIVERSITY:
Prof. S. C. Lyon of Davidson, formerly Dean of Southwestern.

JOHNS HOPKINS UNIVERSITY:
Prof. John L. Douglas of Davidson Faculty, alumnus of Johns Hopkins.

University of North Dakota:

Professor G. R. Vowles of Davidson Faculty, formerly member of the Faculty of University of North Dakota.

Elon College:

President W. A. Harper of Elon College.

North Carolina State College:

Professor T. P. Harrison of the Faculty of N .C. State College.

Lenoir-Rhyne College:

Professor Albert Keiser of the Faculty of Lenoir-Rhyne College.

University of Chicago:

Professor G. R. Vowles of Davidson Faculty, alumnus of Chicago.

Clemson College:

Professor R. N. Brackett of the Faculty of Clemson College.

Flora MacDonald College:

President C. G. Vardell of Flora MacDonald College.

The Berry Schools:

Dean S. H. Cook of the Berry Schools.

Maxton Junior College:

President R. A. McLeod of Maxton Junior College.

INSTITUTIONS SENDING LETTERS OF GREETING.

Erskine College, Due West, S. C.
Washington & Lee, Lexington, Va.
Palmer College, DeFuniak Springs, Fla.
Coker College, Hartsville, S. C.
The Citadel, Charleston, S. C.
Grove City College, Grove City, Penna.
Davis & Elkins College, Elkins, West Va.
Agnes Scott College, Decatur, Georgia.
Presbyterian College, Clinton, S. C.
Ursinus College, Collegeville, Penna.
Peace Institute, Raleigh, N. C.
McCallie School For Boys, Chattanooga, Tenn.
Louisville Presbyterian Seminary, Louisville, Ky.
The Christian Observer, Louisville, Ky., (Rev. D. M. Sweets, Editor.)